

## Listening

### Task 1

**Listen to five women talking about their relationships. Choose from the list (A–F) what each speaker says about their relationships. Use the letters only once. There is one extra letter you do not need to use.**

- A He's reliable.
- B He's thoughtful.
- C He's patient.
- D He's easygoing.
- E He's romantic.
- F He's sociable.

- Speaker 1 ☐
- Speaker 2 ☐
- Speaker 3 ☐
- Speaker 4 ☐
- Speaker 5 ☐

**You have a short pause (20 seconds) to look at task 2**

### Task 2

**Listen to a student give a presentation about a musician and performer. Choose A, B, or C. You are going to listen to the interview twice.**

- 1 The first business Beyoncé was involved with was...
  - A. perfumes.
  - B. games.
  - C. drinks.
- 2 The name for Beyoncé's clothing business came from her ... connections with making clothes.
  - A. mother's
  - B. great grandmother's
  - C. grandmother's
- 3 Since 2010, Beyoncé's fashions can also be bought in ...
  - A. the US.
  - B. Brazil.
  - C. Canada.
- 4 Beyoncé and Kelly Rowland set up a charity after the hurricane in her hometown in ...
  - A. 2005.
  - B. 2008.
  - C. 2011.
- 5 In her 'Chime for Change' campaign, Beyoncé asked ... to help her.
  - A. young mothers
  - B. older women
  - C. other famous people

### Use of English

**For items 1–15 fill in the gaps in the text choosing an appropriate word from the column on the right. Choose one word *once only*. There are *two extra words* in the right column which you don't have to choose. Write the letter which marks the word next to the number of the gap *on the answer sheet*.**

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| <p>When the spring sunshine peeps out from the clouds, and the world glistens after a shower of rain, there comes a moment in the year when a chap walks out of the door, inhales deeply and thinks: "Yes; today I'll leave the car (1)_____ and haul out the bike."</p> <p>I know that hard types ride their bikes at all times of year, but (2)_____ fair weather gardeners, we fair weather cyclists are not to be disparaged on account of our apparent lack of grit. For we are the gentle ones. To us, cycling is a calm (3)_____. We may pant a bit on uphill stretches, and we may even (4)_____ and push our charges while other cyclists (the ones in national costume) power past us wearing sunglasses on the dreariest of days. But we enjoy our sedate pedaling and try not to frighten the (5)_____.</p> <p>We whistle softly to ourselves while admiring the gardens we can see over the tops of hedges. We may have a wicker basket on the front, or panniers on the back. We (6)_____ our bell to warn pedestrians of our (7)_____ and we are ever ready with a cheery: "Good morning!" This is quite unlike our bulging-limbed counterparts who seem to have muscles in places where we don't even have places and (8)_____ eyes are riveted firmly on the Tarmac.</p> <p>What has happened to cycling in the past 50 years? Especially in the case of the <i>Mamil</i> - or middle-aged man in lycra. I'm not averse to a bit of dressing up (9)_____ - give me a robe or a uniform and I will do my best to carry off the role to perfection - but the prospect of wearing all that figure-hugging rubber-woven stuff (10)_____ me with horror. Lycra, it seems to me, while rightly thought of as being supremely supportive, takes everything prisoner. Every bulge is enhanced; every anatomical deficiency is highlighted.</p> | A) along    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | B) approach |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I) noticed  |
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| <p>How I (11)_____for a cycling cape - that wonderfully useful shroud of bright yellow plastic that would cover a cyclist from top to toe and, when accompanied by a sturdy waterproof hat, would be guaranteed to keep out the severest wind. Gone with the wind, they are, (12)_____with cycle clips. I still use mine, much to the amusement of my daughters, though I think they are preferable to trousers tucked into socks.</p> <p>Gone, too, are mudguards. Have you (13) _____how the speedy set have that brown stripe up their back, thanks to the efficiency of rear tyres in squirting up muddy water with all the ferocity of a badly plumbed bidet? Would a rear mudguard really slow them down? It would certainly endear them to their other halves who are probably slaves to the(14)_____machine after every rainy outing.</p> <p>And then there are the shoes. Because these racing bikes don't have proper pedals, cyclists must wear what appear to be running shoes with big lumps on the soles. When they dismount and walk down the high street in search of sustenance, they do so with a wobble and a clack like a (15)_____girl in her first pair of stilettos. Their hats - sorry, helmets - make them look like homeless tortoises.</p> <p>It must cost hundreds of pounds to buy all this apparel. And the bikes? Thousands.</p> | <b>K) sends</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>L)teenage</b>  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>M)tinkle</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>N)unlike</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>O) washing</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>P)whose</b>    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Q)wildlife</b> |

*For items 16–20, match the items 16–20 to the phenomena A–H. There are some extra phenomena which do not match.*

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|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>16. The Trail of Tears</b> | <b>A)</b> the artist who made his masterpieces by putting the painting on the floor and then walking around it, letting the paint drip from sticks. |
| <b>17. The Great Gatsby</b>   | <b>B)</b> a figure who stands for the USA sometimes represented by the figure of a man with a white beard and tall hat.                             |
| <b>18. Prohibition</b>        | <b>C)</b> the period from 1919 to 1933 in the US when the Production and sale of alcoholic drinks was illegal.                                      |
| <b>19. Louisiana Purchase</b> | <b>D)</b> the massive area of land bought from France in 1803 which doubled the US size.                                                            |
| <b>20. Jackson Pollock</b>    | <b>E)</b> the path that the Cherokees, forced to move away from their homes, travelled in the autumn and winter of 1838 to 1839.                    |
|                               | <b>F)</b> This novel describes the rise and fall of the main character, who extravagantly lives from boot                                           |

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|  | legging. He loves a beautiful woman who is the cause of his downfall.                                   |
|  | G)an English animator of the 20-th century who is famous for inventing some of the best-known cartoons. |
|  | H)Oxford and Cambridge together.                                                                        |

### Конкурс понимания письменного текста – Reading

**Task 1. For items 1 – 9, read the article and choose the best answer (A, B, or C) for the questions below.**

#### LEARNING ABOUT ANIMALS AT SCHOOL

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television

wildlife programmes show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an animal at the same time. There is evidence that children recall more when they have learnt about animals in this way, and furthermore this is the case whether the animal is one they were previously familiar or unfamiliar with.

Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programmes developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, movies and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend to at least some extent on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

**1 What issue does the writer raise in the first paragraph?**

- A The outcome of what children learn about animals
- B The amount of learning about animals that children do
- C The level of interest that children have in learning about animals

**2 What opinion does the writer express in the second paragraph?**

- A Children's learning about animals at school has the wrong emphasis.
- B What children learn about animals at school is often inaccurate.
- C Children's storybooks are an effective way of teaching them about animals.

**3 What does the writer say about zoo visits?**

- A Children don't enjoy them as much as adults think they do.
- B They have less educational benefit than they are believed to have.
- C They can be upsetting for some children.

**4 What does the writer say about learning about animals in their natural habitats?**

- A It is very difficult for most children to do this.
- B It teaches children more about animals than other methods.
- C It requires a lot of effort from children.

**5 Research shows that children's attitudes to animals \_\_\_\_\_.**

- A** differ from what adults might expect them to be
- B** depend on whether or not they have pets
- C** are not affected by what they learn about them at school

**6 The writer says that the use of interactive multimedia instruction \_\_\_\_\_.**

- A** is most effective for teaching about animals children know nothing about
- B** increases the amount that children can remember after lessons
- C** works better for some children than for others

**7 The writer says that in modern urban life, interactive multimedia instruction \_\_\_\_\_.**

- A** is a good substitute for direct contact with wildlife
- B** is particularly effective for children who do not have pets
- C** can relate the lives of animals to children's own lives

**8 What does the writer say about children who watch TV wildlife programmes?**

- A** They are very keen on interactive multimedia instruction about animals.
- B** They no longer know more about animals than other children.
- C** There are now more of them because of interactive multimedia instruction.

**9 The writer says in the last paragraph that what children learn about animals at school \_\_\_\_\_.**

- A** has an effect on how their personalities develop
- B** may change as they get older
- C** will have some effect on attitudes to wildlife in the future

**Task 2. You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs A – G the one which fits each gap (10-15). There is one extra paragraph which you do not need to use.**

**WHEN THE HIPPOS ROAR, START PADDLING!**

*Richard Jackson and his wife spent their honeymoon going down the Zambezi river in a canoe.*

"They say this is a good test of a relationship," said Tim as he handed me the paddle. I wasn't sure that such a tough challenge was what was needed on a honeymoon, but it was too late to go back. My wife, Leigh, and I were standing with our guide, Tim Came, on the banks of the Zambezi near the Zambia/Botswana border. This was to be the highlight of our honeymoon: a safari downriver, ending at the point where David Livingstone first saw the Victoria Falls.

**10** \_\_\_\_\_

Neither of us had any canoeing experience. Tentatively we set off downstream, paddling with more enthusiasm than expertise. Soon we heard the first distant rumblings of what seemed like thunder. "Is that Victoria Falls?" we inquired naively. "No," said Tim dismissively. "That's our first rapid." Easy, we thought. Wrong!

## 11

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The canoe plotted a crazed path as we careered from side to side, our best efforts seeming only to add to our plight. This was the first of many rapids, all relatively minor, all enjoyably challenging for tourists like us.

## 12

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The overnight stops would mean mooring at a deserted island in the middle of the river, where Tim's willing support team would be waiting, having erected a camp and got the water warm for our bucket showers. As the ice slowly melted in the drinks, restaurant quality food would appear from a cooker using hot coals. Then people would begin to relax, and the day's stories would take on epic proportions.

## 13

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One morning, Tim decided to count the number of hippos we saw, in an attempt to gauge the population in this part of the river. Most of the wildlife keeps a cautious distance, and we were assured that, safe in our canoe, any potential threats would be more scared of us than we were of them – but we had been warned to give these river giants a wide berth. They'd normally stay in mid-stream, watching us with some suspicion, and greeting our departure with a cacophony of grunts.

## 14

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Tim yelled "Paddle!" and over the next 100 metres an Olympic runner would have struggled to keep up with us. The hippo gave up the chase, and although Tim said he was just a youngster showing off, our opinion was that he had honeymooners on the menu. That would certainly be the way we told the story by the time we got home.

## 15

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At some times of the year, you can even enjoy a natural jacuzzi in one of the rock pools beside the falls. No permanent structures are allowed on the island – everything has to be removed when you leave. The travel brochures say it's the world's most exclusive picnic spot. It's certainly the ideal place to wind down after a near miss with a hippo.

**A.** Luckily we could make our mistakes in privacy as, apart from Tim and another couple, for two days we were alone. Our only other company was the array of bird and animal life. The paddling was fairly gentle and when we got tired, Tim would lead us to the shore and open a cool-box containing a picnic lunch.

**B.** If that was the scariest moment, the most romantic was undoubtedly our final night's campsite. Livingstone Island is perched literally on top of Victoria Falls. The safari company we were with have exclusive access to it: it's just you, a sheer drop of a few hundred metres and the continual roar as millions of litres of water pour over the edge.

**C.** There was plenty of passing traffic to observe on land as well – giraffes, hippos, elephants and warhogs, while eagles soared overhead. We even spotted two rare white rhinos – sadly shorn of their horns in an attempt to stop poaching. We paddled closer to get a better look.

**D.** We had a 4-metre aluminium canoe to ourselves. It was a small craft for such a mighty river, but quite big enough to house the odd domestic dispute. Couples had, it seemed, ended similar trips arguing rather than paddling. But it wasn't just newly-weds at risk. Tim assured us that a group of comedians from North America had failed to see the funny side too.

**E.** But number 150 had other ideas. As we hugged the bank he dropped under the water. We expected him to re-surface in the same spot, as the others had done. Instead, there was a sudden roar and he emerged lunging towards the canoe.

**F.** Over the next hour or so the noise grew to terrifying dimensions. By the time we edged around the bend to confront it, we were convinced we would be faced with mountains of white water. Instead, despite all the sound and fury, the Zambezi seemed only slightly ruffled by a line of small rocks.

**G.** When we'd all heard enough, we slept under canvas, right next to the river bank. Fortunately, we picked a time of year largely free of mosquitoes, so our nets and various lotions remained unused. The sounds of unseen animals were our nightly lullaby.

## **WRITING**

**Time: 30 minutes**

You work in a language school helping to organize excursions and trips for students. The school director has asked you to write a report on a museum in your area.

Write your report describing the museum and what it has to offer students of English as a foreign language. Mention both good and bad points in your report.

It should be written in 160-180 words in an appropriate style.

**Do not forget**

1) to mention:

- Your teacher's name
- The subject of your report
- The name of the museum

2) to give a description of the museum (price, interest, language etc.)

3) to analyze good and bad points of the museum, especially in relation to students of English

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| <b>Transfer all your answers to your answer sheet</b> |
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